Criteria for Review/Program Evaluation
Elementary Education Certification Program

Critical Area	Possible Sources of Evidence	Review Criteria
Section 1 Summary of Course Requirements		
Application Attachment 3	Lists of Required Courses (Form EC XX and EC XXX)	*Check Minimum Required Hours for Certificate Program Elements* to be sure that: • Programs offered for Option 1 and/or Option 2 (K-8, Comprehensive Group major, major, minor, group major, group minor, & endorsement) are appropriate. • Endorsement approval is complete for content majors or minors. • Program hours meet minimum requirements. • Program hours are specific to certificate (e.g., a course in mathematics may be required by an institution for a Integrated Science major but the semester hours earned for mathematics cannot be counted toward meeting the minimum requirement of 30 in Integrated Science for the Integrated Science major). • Appropriate minimum hours for professional courses • Appropriate required reading courses have been reviewed and meet standards. • Professional Standards for Michigan Teachers (PSMT) are visible in program. • Level(s) of program delivery is documented.

Critical Area	Possible Sources of Evidence	Review Criteria
Section 2 **Program Summary** (Application Section V)		
a. Describes the philosophy, rationale and objectives of the program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.	Narrative	• (Information only)
b. Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.	Narrative (might direct the reader to information in Lists of Required Courses and course syllabi)	• The sequence of courses provides opportunities to sequentially build the skills and knowledge of the discipline. • Technology is used as a tool by both faculty and candidates throughout the course sequence. • The narrative explains the procedures undertaken to ensure that the objectives of the Michigan Test for Teacher Certification (MTTC) are addressed in the coursework.
c. Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.	Narrative (might refer to specific syllabi, opportunities for observation/placement, student portfolio evidence, as well as appropriate outcome data if available)	• Instructors model a variety of instructional approaches. • Candidates learn how to assess the various learning styles of students. • Candidates learn how to vary instruction to accommodate various learning styles.
d Describes on the program incorporates ongoing reflection of instruction and student performance data.		

	Critical Area	Possible Sources of Evidence	Review Criteria
e	Describes how the program incorporates gender equity, multi-cultural, and global perspectives into preparation for teaching.	Narrative (might include references to specific syllabi, assignments, projects, or placement opportunities, and appropriate outcome data if available.)	• Gender equity, multi-cultural, and global perspectives are integrated into the preparation program.
f.	Describes how the program covers multiple methods of student assessment appropriate to content area.	Narrative (course syllabi, sample instruments, case studies, outcome data)	• Candidates learn multiple methods of assessment • Faculty models various approaches to assessment • Candidates have opportunities to assess student performance utilizing multiple methods.
Section 3 **Instructional Faculty** (Application Attachment 5)			
a.	Highest degree in subject area	Instructional faculty summary table	• Faculty's academic preparation is consistent with subject matter requirements.
b.	Professional development (PD) experience (last 3 years)	Instructional faculty summary table	• Faculty participates in planned PD activities. • PD activities include field experiences. • Personal PD plans reflect content and pedagogical issues. • PD documented and connected to classroom practice. • Faculty participates in the activities of K-8 or professional specialty-area organizations.

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c.	Knowledge of and familiarity with Elementary (K-8) curriculum framework and assessment, including the Michigan Educational Assessment System (MEAS). MEAS has three components: Michigan Educational Assessment Program (MEAP), Michigan' Alternate Assessment System (MI-Access), and English Language Proficiency Assessment (ELPA).	Instructional faculty summary table	• Clear evidence of K-8 curriculum framework awareness in course content. • Clear evidence of MEAP awareness in course content. • Clear evidence of Michigan's Standards for English Language Proficiency (MELP). • Clear evidence of Michigan's English Language Proficiency Assessment process. • Clear evidence of MI-Access process and instructional support for all students.
d.	Special awards and recognition	Instructional faculty summary table	• There is evidence that faculty provides leadership to others in fields of expertise. • Recognition from professional organizations of leadership roles.
e.	P-8 collaborative work	Instructional faculty summary table	• (Information - Evidence of collaborative work with P-8 schools is viewed as a program strength.)
Section 4 **Candidate Preparation** (Application Section VII)			
a.	Candidate perceptions of preparation (including the use of technological tools)	Survey of students (completed just prior to graduation) with summary of findings, exit interviews, follow-up data, and standards-based portfolios	• Institution regularly collects student data regarding their perceptions of teacher preparation and uses that data for program improvement. • Graduates generally express satisfaction regarding preparation program. • There is a high rate of response from program graduates.

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b.	Content	MTTC pass rates for individuals who have completed all required classes, description of use of MTTC scores, other assessments, grade-point averages, meeting agendas, written improvement plans, and information regarding remedial assistance given to students	• Institution regularly analyzes candidate testing data and uses that information for program improvement. • Candidate testing data exceeds state average. • Institution has written improvement plans regarding teacher content mastery.
c.	Pedagogy (based on 2008 PSMT)	Student teaching evaluations, standards-based portfolios, videos, student projects and journals	• Institution regularly analyzes student testing data and uses that information for program improvement. • Complete alignment between PSMT and institutional practices. • The PSMT is used in student teacher evaluations. • Student teachers show strong mastery of pedagogy for content area.
d.	Cooperating teacher/mentor perceptions	Student teaching evaluations, surveys, meeting minutes, summary of interviews, testimonials	• Cooperating teachers express high levels of satisfaction with student teachers. • Institution regularly analyzes student testing data and uses that information for program improvement.
e.	Content-area faculty perceptions	Role of content-area faculty in student teaching evaluation, written comments, and meeting notes	• Content-area faculty plays an important role in the preparation of candidates to teach in specific content areas. • Content-area faculty plays an important role in the guidance of student teachers. • Content-area faculty model a variety of effective instructional methods.

	Critical Area	Possible Sources of Evidence	Review Criteria
Section 5 **Collaboration/partnerships**			
a.	Early field experiences	Narrative	• There is evidence of work with children, in specific content area, prior to student teaching.
b.	Collaboration/partnerships with P-8 schools	Narrative	• There is evidence of collaborative efforts in content area with K-8 schools.
c.	Collaboration/partnerships with community organizations	Narrative	• There is evidence of collaborative efforts in content area with community organizations.
d.	Collaboration/partnerships with other post-secondary institutions	Narrative	• There is evidence of collaborative efforts in content area with other post-secondary institutions.
Section 6 **Professional Development and Support** **(post graduation)**			
		Narrative of procedures and results (i.e. sponsored events, shared/loaned staff, special state projects, resource development, electronic course offerings, and off-campus course offerings).	• The institution has well-established procedures for professional development and post-graduate support.

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Critical Area	Possible Sources of Evidence	Review Criteria
Section 7 Standards Matrix		
Application Attachment 4	Completed standards matrix with narrative in the cells explaining **how** standards are met in required coursework/experiences.	• Narrative included on matrix describes how standards are met in listed courses. • Standards are addressed in courses required for majors and minors. • Standards used have either been adopted by the SBE or recommended by the MDE for specific content area. • Course descriptions support information on standards matrix. • Course syllabi support information on standards matrix.
Section 8 Special Recognition of Program		
	Recognition by professional or community organizations.	OPTIONAL
Section 9 Methods for Instruction		
	Form EC XX, Form EC XXX, and narrative	• Candidates learn methods specific to content area • Candidates have field experiences in content area

Critical Area	Possible Sources of Evidence	Review Criteria
Section 10 Course Descriptions		
	Course descriptions with assertions of competency gained through course. Additionally, institutions may use available out-come data.	• Course descriptions contain enough text to show how standards are being addressed. • Course descriptions are provided for all required courses for use with review of Section 7.
Section 11 Syllabi		
	Syllabi clearly highlight which Elementary Program and content standards are being met. Professional courses provide evidence that PSMT are systematically being addressed. Additionally, institutions may use available out-come data.	• Syllabi clearly show where standards are being addressed. • Syllabi are provided for all required courses for use with review of Section 7.

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